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ABSTRACT

This workbook is intended as a guide to be used at the 1990 Arizona Counselors' Academy to provide Arizona school counselors with the resources and procedures for establishing a Competency-Based Guidance program. It provides instructional materials to assist with the following 12 elements of program development: (1) a mission statement; (2) a statement of philosophy; (3) a conceptual model of guidance; (4) guidance goals; (5) a list of student competencies; (6) the guidance program management system; (7) results agreements for counselor accountability; (8) needs assessment; (9) how to achieve results; (10) how to monitor students' progress; (11) establishment of an advisory council; and (12) creation of a master calendar for the academic year. (TE)

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PROGRAM DEVELOPMENT WORKBOOK

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Arizona Competency-Based Guidance

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C. Diane Bishop, Superintendent

September 1990

CBG

COMPETENCY-BASED GUIDANCE

DRAFT

PROGRAM DEVELOPMENT WORKBOOK

Arizona Department of Education
C. Diane Bishop, Superintendent

Vocational Technological Education
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PROGRAM DEVELOPMENT WORKBOOK

This workbook is intended to be used at the 1990 Arizona Counselors' Academy to provide Arizona Counselors with the resources and procedures for establishing a Competency-Based Guidance Program. Academy attendees are encouraged to use these materials as a guide. Twelve elements of a competency-based guidance program are included in this workbook to provide local districts the framework to build their own unique program that is responsive to local student needs.

I would like to acknowledge Dr. C. D. (Curly) Johnson for his contribution to this program development workbook and his competency-based guidance model that serves as a basis for this workbook.

Don Lawhead
Executive Director
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CONTENTS

	Page
Program Elements Model	
Figure 1	1
Figure 2	2
Definitions	3
Program Elements	
Mission Statement	5
Statement of Philosophy	7
Conceptual Model	12
Goals	14
Competencies	19
Management System	26
Results Agreements	29
Needs Assessment	34
Results Plans	36
Monitoring Student Progress	38
Advisory Council	40
Master Calendar	42
Glossary	44

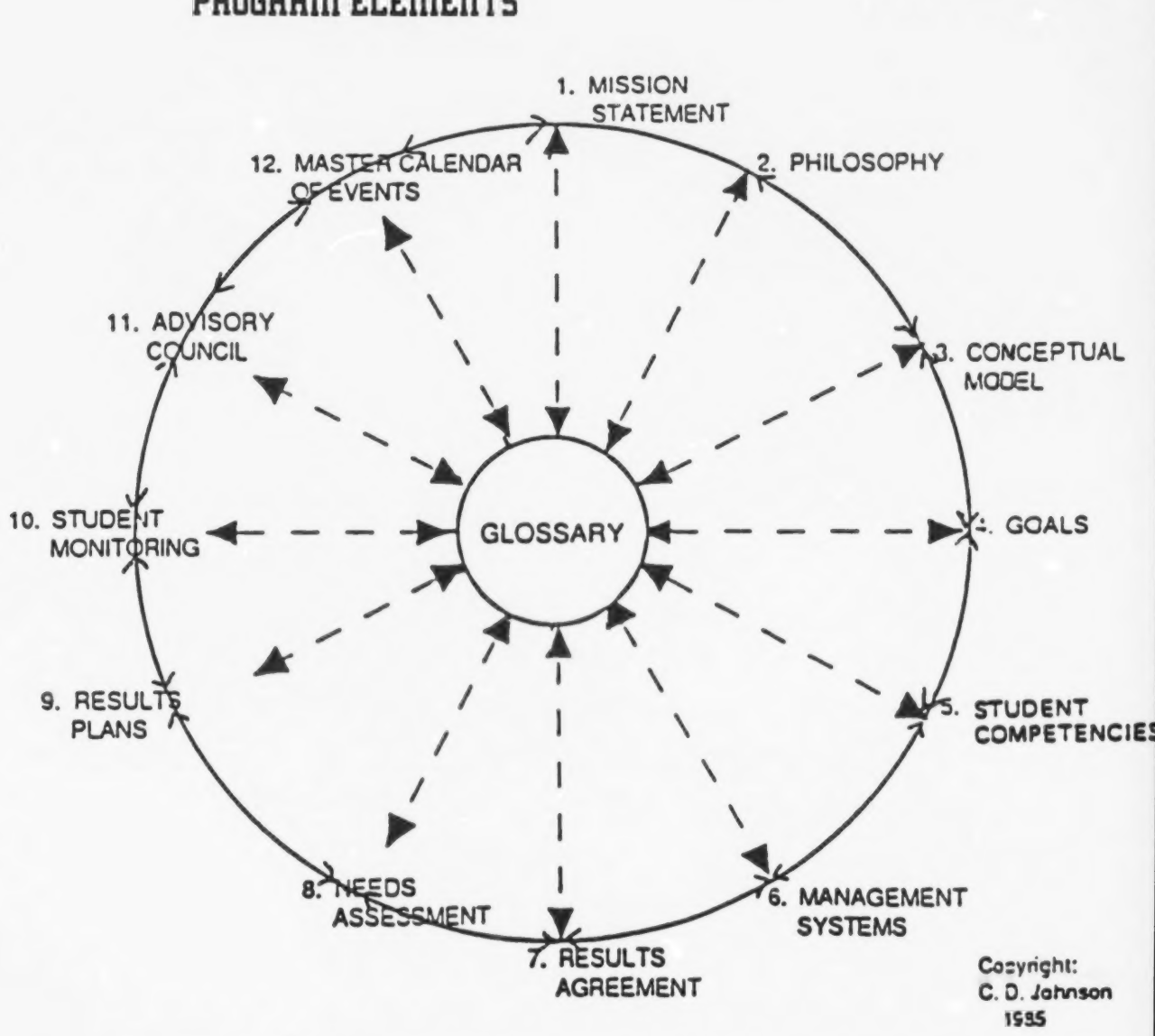

Figure 1. The 12 elements of a competency-based guidance program model.

This model could also be represented in this way:

RESULTS	MEANS
Mission Statement	Management System
Philosophy	Results Agreement
Conceptual Model	Needs Assessment
Goals	Results Plan
Student Competencies	Student Monitoring
	Advisory Council
	Master Calendar

DEFINITIONS

1. **MISSION STATEMENT**: This is a statement of the intentionality of the guidance program. It is the long range desired outcome, i.e., what is desired for all students 5 to 10 years after graduation. This statement must be commensurate with the stated purpose or mission of the school system within which the program operates. The mission statement is the avenue to make clear the relationship between the educational system and the guidance program. The statement should be short, comprehensive and specific as to what guidance will contribute.

2. **STATEMENT OF PHILOSOPHY**: The philosophy is a set of principles which guide the development, implementation and evaluation of the program.

3. **CONCEPTUAL MODEL OF GUIDANCE**: The conceptual model provides a paradigm or framework which delineates the specific areas of guidance contributions, thereby providing a structure for the derivation of goals and student competencies.

4. **GOALS**: Goals are the extension of the mission statement and provide the desired student results to be achieved by the time the student leaves the school system.

5. **COMPETENCIES**: Competencies -- are developed proficiency in knowledge, attitudes, or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome.

MEANS: The elements that comprise the processes or means are:

6. **MANAGEMENT**: The management system addresses the allocation of resources to best address the specified goals. Individual staff responsibilities, accountability and the interface between resource persons responsible for the results are delineated.

7. **RESULTS AGREEMENT**: The results agreement is a statement from each counselor indicating the student results he/she will contribute. This set of results is negotiated between the manager (Principal) and the producer (Counselor). Once negotiated, the counselor is accountable for achieving the agreed-upon results.

8. **NEEDS ASSESSMENT**: Needs are the discrepancies between what is desired and what is currently being achieved. An assessment of needs is completed prior to completing the yearly plans.

9. **RESULTS PLANS**: The results plans are completed by individual counselors and indicate how, when and where students will acquire the agreed-upon competencies (results).

10. **MONITORING STUDENT PROGRESS**: A variety of processes are used to monitor the student's educational progress. Use of a student planning portfolio (separate from the student's cumulative file of grades), is helpful in teaching students/parents how to assume responsibility for monitoring the student's progress toward graduation and toward gaining the educational and career planning skills needed for success in post-high school endeavors.

11. **ADVISORY COUNCIL**: An advisory council is appointed to audit the guidance program goals and to make recommendations to the department, the administration and/or to the school board regarding program priorities. Representation of all elements of the school and community should be included, e.g., citizens groups, students, parents, teachers, administrators, business/industry, local government.

12. **MASTER CALENDAR**: A master calendar of guidance events is maintained by the guidance staff with provision for distribution to teachers, students and parents on a consistent basis. Planning, visibility and credibility are facilitated by effective use of a master calendar.

MISSION

ELEMENT 1: MISSION STATEMENT

DEFINITION

The content or intentionality of the mission statement should be linked to the purpose, philosophy and/or mission of the school, the district and/or the Board of Education. If the school and/or Board of Education does not have one, construct yours to provide the guidance or student support team with as much inclusive power as possible.

EXAMPLES

BOARD OF EDUCATION MISSION STATEMENT

THE MISSION OF THE _____ PUBLIC SCHOOLS IS TO PREPARE STUDENTS FOR A LIFETIME OF LEARNING, AND PRODUCTIVE, MEANINGFUL PARTICIPATION IN A COMPLEX, CHANGING WORLD

GUIDANCE MISSION STATEMENT

The guidance program has been developed to ensure that all students in the _____ schools will acquire competencies (knowledge, attitudes and skills) needed in educational planning, career planning and personal/social development in preparation for meaningful participation in a complex, changing world.

Example 2:

"The guidance program has been designed and is being implemented to insure that all students acquire the insights and knowledge they require to become autonomous, mature members of the adult society in our democratic nation. These insights and knowledges are enhanced by students acquiring transfer skills in learning, working, relating to others and using leisure time constructively."

CRITERIA

1. Written with the student as the primary client.
2. Written for all students.
3. Indicates categories of content and skills to be learned.
4. Links with the statement of purpose or mission of the school, district administration or Board of Education.

ACTION

Use this space to describe the Guidance Mission Statement of your District/School.

REACTION

Review your Guidance Mission Statement. Does it meet the criteria provided?

PHILOSOPHY

ELEMENT 2: STATEMENT OF PHILOSOPHY

DEFINITION

The philosophy is a set of principles agreed upon by the individuals implementing the guidance program. It is important that all personnel involved in managing and implementing the guidance program achieve consensus on each principle or "we agree" statement.

EXAMPLES

ARIZONA DEPARTMENT OF EDUCATION
PHILOSOPHY OF GUIDANCE

In order to implement the guidance program in Arizona, the counselors are committed to the following:

We believe that:

- The guidance program is a right and shall serve all persons enrolled in public education;
- The guidance program results shall be evaluated on stated goals and related student competencies;
- The guidance program will be consistent with expected developmental stages of learning;
- The guidance program activities will involve the entire educational or school community;
- The guidance program activities will be determined/planned by the local school counseling staff in consultation with the guidance advisory committee;
- The guidance program will be managed by state certified counselors using participatory management concepts and practices;
- Students will have access to a counselor with whom they may discuss guidance-related concerns;

- Each student shall have the individual freedom and responsibility of choices within the constraints of the educational agencies;
- School personnel, the students and parents/guardians are responsible for monitoring students' progress in subjects;
- A mandatory ongoing program of counselor competency renewal (training and retraining) is necessary to maintain a quality guidance program; and
- The professional mandates and guidelines proposed by Arizona Association for Counseling and Development and the American Association for Counseling and development shall consititute minimal standards for the Guidance Program.

HOWARD COUNTY PUBLIC SCHOOLS
PHILOSOPHY OF GUIDANCE

The Counselors in Howard County Public Schools believe that:

- All students have the right to be served by the Guidance Program.
- The Guidance Program should be based on stated goals and delineated student competencies
- The Guidance Program should be consistent with expected developmental stages of learning.
- Guidance Program activities shall be planned and coordinated by the counseling staff.
- Guidance Program activities should be implemented at each school by the counselors, administrators, teachers, students, other staff, parents and community members (As appropriate)
- Guidance Program should be managed by credentialled counselors.
- Guidance Program managers shall present evidence of goal attainment at pre-specified intervals during the school year.
- All Students:
  - Should have access to a school staff member to discuss personal concerns.
  - Should have access to information about occupational and educational planning.
  - Have the right to assistance in identifying their self-characteristics.
  - Should have the opportunity to make choices within the constraints of the educational system

- Students and staff should be encouraged to recognize and appreciate the unique contributions, rights, responsibilities and esteem of self and others.
- Guidance Program services shall be available to local community members as resources allow.
- The student and parent are responsible for monitoring the student's educational progress with the assistance of school personnel.
- An ongoing program of counselor competency renewal is necessary to maintain a quality Guidance Program.
- The professional mandates and guidelines proposed by the American Personnel and Guidance Association shall constitute minimal standards for our guidance program.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
COUNSELORS' PHILOSOPHY OF GUIDANCE PROGRAM

The counselors in Anne Arundel County Public Schools believe that:

- The Guidance Program is a right and shall serve all students in Grades K-12.
- The Guidance Program shall be evaluated on stated goals and related student competencies.
- The Guidance Program shall be consistent with expected developmental stages of learning.
- Guidance Program activities will involve the entire school community.
- Guidance Program activities shall be determined and planned by the local school counseling staff in consultation with other representatives of the school community.
- The Guidance Program shall be managed by state certified counselors using participatory management concepts and practices.
- Students shall have access to a counselor with whom they may discuss guidance-related concerns.
- Each student shall have individual freedom and responsibility of choices within the constraints of the local, county and state educational systems.
- School personnel, the students, and parents are responsible for monitoring the students' progress in school.

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- A mandatory ongoing program of counselor competency renewal (training and retraining) is necessary to maintain a quality Guidance Program in dual responsibility with the administrators and the Coordinator of Guidance.
- The professional mandates and guidelines proposed by the Maryland Personnel and Guidance Association and the American Personnel and Guidance Association shall constitute minimal standards for the Guidance Program.

CRITERIA

1. Address ALL students.
2. Focus on primary prevention and student development.
3. Identifies persons to be involved in the delivery or activities.
4. Identifies who will plan and who will manage the prgram.
5. Defines management system to be used.
6. Indicates how the program will be evaluated and by whom.
7. Identifies who will be responsible for monitoring students' academic, career, personal/social and leisure progress.
8. Indicates when and how counselors maintain their professional competencies.
9. Defines the ethical guidelines.

ACTION

Use this space to describe the philosophy of your Guidance Program.

REACTION

Review your Statement of Philosophy. Does it meet the criteria provided?

CONCEPTUAL MODEL

ELEMENT 3: CONCEPTUAL MODEL OF GUIDANCE

DEFINITION

A conceptual model of guidance provides a structure for the definition of goals and related competencies. The model below* was developed by Frank Wellman (1962) and revised by Johnson and Mitchell (1969). Please note that it provides for four goals and related competencies (knowledge, attitudes and skills) for pre-kindergarten students through adulthood.

EXAMPLE

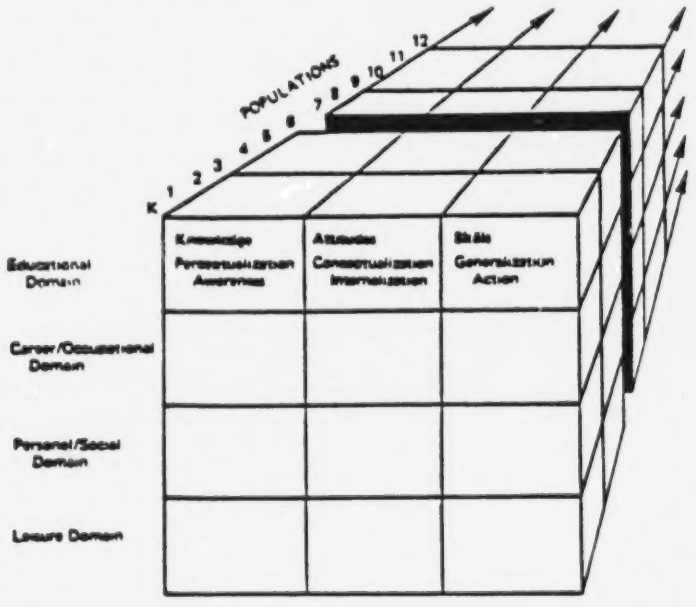

Figure 2. Graphic presentation of the conceptual model

CRITERIA

1. Focuses on all domains of guidance.
2. Identifies a structure to organize goals and competencies that include knowledge, attitudes and skills.
3. Identifies the developmental structure for guidance from K (or pre-K) to 12 (or beyond).

ACTION

Use this space to describe the conceptual model for your guidance program.

REACTION

Review your conceptual model. Does it meet the criteria presented?

GOALS

ELEMENT 4: GUIDANCE GOALS

DEFINITION

Goals are the extention of the guidance mission statement that states the desired student results to be achieved.

EXAMPLES

Educational Goals:

All students in the _____ School District will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives to provide skills to constructively deal with and contribute to society.

Each student will acquire and demonstrate competencies in:

1.1 Studying and test-taking

1.2 Utilizing resources, exercising rights and responsibilities, and following rules and regulations

1.3 Problem-solving and planning educational programs

Example 2:

All students in the _____ School District will develop an educational program that matches their self-characteristics.

Career Goals:

All students in the _____ School District will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, attitudes and interests.

Each student will acquire and demonstrate competencies in:

2.1 Knowledge of self-characteristics

2.2 Knowledge of the world-of work

2.3 Career decision-making and planning

2.4 Finding and keeping employment

Example 2:

All students in the _____ Public Schools will gain competencies needed to develop a process for life career planning.

Personal/Social Goals:

All students in the _____ School District will acquire and demonstrate competencies in effective interpersonal communication and in recognizing the contributions of self and others

Each student will acquire and demonstrate competencies in:

3.1 Effective interpersonal communication

3.2 Utilizing own and others' contributions

Example 2:

All students in the _____ School District will develop effective human relationship skills that will enhance participation in all life roles including those of student, worker, family member and community member.

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Leisure Goal *

All students enrolled in the _____ will acquire competencies in the socially acceptable use of leisure time.

Each student will acquire and demonstrate competencies in:

- The knowledge of socially acceptable activities
- Utilizing resources, exercising rights and responsibilities and following rules and regulations
- Planning activities to meet individual needs

CRITERIA

1. The goal is to be expressed in terms of what STUDENTS are expected to achieve, not what the counselors will provide.
2. The goal must demonstrate linkage with the guidance mission statement.
3. Goals include four domains of guidance:
    - Learning to Learn (Educational Domains)
    - Learning to Work (Career Domains)
    - Learning to Relate (Personal/Social Domain)
    - Learning to Use Leisure Time Effectively (Leisure Domain)

* Developed by Stafford County Public Schools, Stafford, VA (1989)

ACTION

Use the space below to develop your own goal statement for each of the domains listed.

Educational Goal:

Career Goal:

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Personal/Social Goal:

Leisure Goal:

REACTION

Review your goals. Do they meet the criteria presented? Make revision if necessary.

COMPETENCIES

ELEMENT 5: COMPETENCIES

DEFINITION

Competencies are developed proficiency in knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real life situation. Competencies are measurable outcomes that ensure students are moving toward the goal.

EXAMPLES

See pages 20 and 21.

CRITERIA

1. The competencies must be directly related to the goal.
2. The competencies must be developmental (Elementary, Middle/Junior High, High School.)
3. The competencies must be observable or measurable. (See page 25, Arizona CBG Handbook for measurable verbs that can be used in developing competencies).

ACTION

Use the format provided in this section to practice developing competencies for goals already identified earlier.

REACTION

Review competency statements. Do they meet the criteria?

CAREER DEVELOPMENT DOMAIN

Goals:
1. Understanding of the influence of self-concept upon career development.
2. Development of effective career decision-making skills.
3. Knowledge of the interrelationship between education and career development.

STUDENT COMPETENCIES

[The stem of each competency is: Students will (demonstrate):]

	KNOWLEDGE	ATTITUDES	SKILLS
ELEMENTARY	Knowledge of the importance of a positive self-concept to career development.	Awareness of values and attitudes and their effects. Acceptance of other interests and abilities.	Define values, attitudes. Recognize accomplishments of self and others.
	Awareness of decisions and the decision-making process.	Recognize why some decisions are made by others. Understand when making own decision is appropriate.	Use information-seeking skills in making decisions.
	Awareness of the relationship of work and learning.	Appreciation of the scope of the world of work.	Skills for understanding and using career information.
MIDDLE/JUNIOR HIGH SCHOOL	Knowledge of the influence of a positive self-concept on career development.	Demonstrate an understanding and appreciation of own skills, interests, aptitudes.	Assess and consider interests, aptitudes, values.
	Understanding of the decision-making process.	Accept responsibility for decisions and consequences.	Demonstrate decision-making skills.

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CAREER DEVELOPMENT DOMAIN (Continued)

Goals:
1. Understanding of the influence of self-concept upon career development.
2. Development of effective career decision-making skills.
3. Knowledge of the interrelationship between education and career development.

STUDENT COMPETENCIES

[The stem of each competency is: Students will (demonstrate):]

	KNOWLEDGE	ATTITUDES	SKILLS
MIDDLE/JUNIOR HIGH SCHOOL (Continued)	Knowledge of the relationship of educational achievement to career opportunity.	Acknowledge the relationship of essential learning skills to skills required in work environment.	Skills for locating, understanding and using career information.
HIGH SCHOOL	Understanding the influence of a positive self-concept on career development.	Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving goals.	Develop a profile of personal characteristics.
	Implement effective use of the decision-making process.	Accept responsibility for making educational and career decisions and moving toward tentative goals.	Generate decision-making alternatives, gather necessary information, assess risks and consequences.
	Understanding of the relationship between educational achievements and career planning, training, placement.	Recognize importance of academic and vocational skills in achieving desired life-style, standard of living, and career choices.	Skills for locating, evaluating, and interpreting information about career opportunity. Skills for preparing for, seeking, obtaining, keeping, and advancing in a job.

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ADDITIONAL EXAMPLES OF COMPETENCIES ARE FOUND IN THE ARIZONA CBG HANDBOOK-PP. 16-24 (ARIZONA), PP. 82-89 (JOHNSON), AND PP. 82-89 (NOICC).

GOAL:

STUDENT COMPETENCIES
(The stem of each competency is: The student will...)

LEVEL (Elem , Middle, High School)	KNOWLEDGE	ATTITUDES	SKILLS

GOAL:

STUDENT COMPETENCIES
(The stem of each competency is: The student will...)

LEVEL (Elem., Middle, High School)	KNOWLEDGE	ATTITUDES	SKILLS

GOAL:

STUDENT COMPETENCIES
(The stem of each competency is: The student will...)

LEVEL (Elem., Middle, High School)	KNOWLEDGE	ATTITUDES	SKILLS

GOAL:

STUDENT COMPETENCIES
(The stem of each competency is: The student will...)

LEVEL (Elem., Middle, High School)	KNOWLEDGE	ATTITUDES	SKILLS

MANAGEMENT

ELEMENT 6: MANAGEMENT SYSTEMS

DEFINITION

A systematic way of delineating resources and staff responsibilities and defining accountability in terms of results accomplished. A competency-based guidance management system is not a role and function or guaranteed guidance services system. Rather, the counselor and administrator are focused on results, not with the processes or services provided to achieve the results.

EXAMPLES

GUIDANCE COUNSELOR	MANAGER/ADMINISTRATOR LEADER
1. Produces and Negoitates Results Agreement	1. Negotiates Results Agreements
2. Produces and Negotiates Plans to Achieve Results	2. Audits (and Negotiates) Plans to Achieve Results
3. Implements Plans and Produces Progress Reports	3. Monitors Activities and *Appreciates* Progress
4. Produces Assessable Evidence of Results Attainment	4. Validates Evidence of Results (and *Appreciates*)
5. Acquires New Competencies	5. Coaches

CRITERIA

The management system:

1. Delineates the specific results counselors are accountable to.
2. Includes all goals of the guidance program.

3. Includes all students.

4. Has a clear division between assumed accountability for results and assigned duties.

5. Has an established time line for reporting assessed evidence of results.

6. Includes a means to monitor all students' guidance progress.

ACTION

Before implementing a management system, decisions regarding the organization/assignment of counselors must be made before preceding to the next step.

1. How (or should) students be assigned to specific counselors to best assist ALL students to acquire pre-determined competencies?

   a. _____ By Grade Level
   b. _____ By Alpha Listing
   c. _____ By Homeroom
   d. _____ By Goal
   e. _____ No Caseload
   f. _____ By Major
   g. _____ By Teacher Advisor
   h. _____ Other (Please Specify)

2. What tasks/duties are assigned to guidance?

   List (Be sure not to include assumed tasks or volunteer duties)

_____

_____

_____

_____

_____

_____

3. Now go back to the list, check to see if any of the tasks on the list are ASSUMED and not ASSIGNED. If they are, cross them out. Next, write after each task who should do it, making an effort to ensure that the total time expended on assigned tasks is relatively equal.

4. Who should be the manager for each results area, i.e., educational domain, career domain, personal/social domain, leisure domain?

Educational Domain: _____

Career Domain: _____

Personal/Social Domain: _____

Leisure Domain: _____

Rationale for the Decision: _____

_____

_____

_____

_____

_____

_____

_____

(It is recommended that if more than two counselors are on staff that the strengths of each team member be identified and recognized in order to allow for accountability for specific results by specific counselors).

When the above is completed, please go to the next section on preparing a RESULTS AGREEMENT.

REACTION

Review your action activity. Is there consensus among your team members?

RESULTS AGREEMENTS

ELEMENT 7: RESULTS AGREEMENT

DEFINITION

Results agreements are responsibility statements for each counselor specifying the results each counselor will be accountable for. These agreements are negotiated with the designated administrator.

Results areas included in a Results Agreement are:

a. Program Results (for all students)

b. Referred Students (referred by self or others)

c. Staff Results

d. Parent Results

e. Self-Improvement Results (competencies the counselor will attain for self (professional) development

f. Assigned Tasks: (Process accountability only) For the assigned tasks, the counselor is responsible for implementing the process, not for the results attained. The manager who assigned the task, is responsible for the results attained, since he/she determined the process(es) to be used.

Steps to arrive at consensus are:

1. Counselor completes his/her results agreement and forwards a copy to the manager for review prior to the results determination conference. It is suggested that this be done a week prior to the scheduled appointment.

2. During the results determination conference the counselor and manager arrive at consensus on what results the counselor will deliver. Discussion on <u>how</u> results will be delivered should be deferred until the results planning conference. At this time, assigned tasks are given. To assure agreement, both parties sign the agreement and each retains a copy.

EXAMPLES

TO: _____, High School Principal

FROM: _____, Counselor

SUBJECT: Competency Based/Results Agreement for 1990-91 School Year

DATE: May 3, 1990

I will make the following contributions to the students, staff and parents of _____High School during the 1990-91 school year.

STUDENT RESULTS:

1. I will manage career/occupational domain as delineated in the guidance-counseling program. Students will acquire and demonstrate the following competencies:

   1.1 Each ninth grade student will:

   - Identify attitudes and skills for which employers look in job applicants
   - Demonstrate skills in using the career information resources in the Guidance Career Center
   - Demonstrate skills in using the career decision making process in choosing a career
   - Identify his/her own work traits and interests

   1.2 Each tenth grade student will:

   - Identify local job opportunities
   - Demonstrate job seeking and application skills
   - Use at least four sources to find career occupational information

   1.3 Each eleventh grade student will:

   - Demonstrate skills in career decision making
   - Describe a course of study leading to career goal
   - Demonstrate job interviewing skills

   1.4 Each twelfth grade student will:

   - Describe work/leisure/educational experiences outside of school that relate to own career goal
   - Demonstrate planning skills required to reach her/his goal

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CONSULTATION RESULTS:

2.0 Of those students in my assigned case load who request assistance or are referred, each will 1) identify the problem, 2) identify the problem characteristic, and 3) have a plan to remedy the problem.

STAFF RESULTS:

3.0 Each sophomore English teacher will demonstrate knowledge and skills in teaching career decision making.

PARENT RESULTS:

4.0 The parent/guardian of each sophomore will identify the elements of career decision making and will demonstrate skills in using career information available in public library.

SELF IMPROVEMENT:

5.0 I will acquire knowledge in knowing what career information systems are available for use with the computers and skills in using the computers.

ASSIGNED TASKS:

6.0
- I will keep all the students in my assigned case load records current.
- I will participate in the Vocational Assessment Conferences.
- I will keep the filing systems for the Educational and Career planning folders.
- I will complete all the testing as required.

CRITERIA

1. The results area is clearly delineated.
2. Results are stated in terms of what will be accomplished by the students, parents, staff, etc., so that the results can be documented.
3. The results agreement is consistent with the program goals and competencies.
4. The administration responsible for the guidance program has actively been involved in the negotiation of the results agreement.

ACTION

Using the example as a model, develop individual results agreement based in part on the assignments agreed on in the management system on the form provided.

RESULTS AGREEMENT FORM

TO: _____, Principal _____
(Signature)

FROM: _____, _____ _____
(Signature)

_____
(Date)

SUBJECT: Results Agreement for 1990-91

cc:

1.0 PROGRAM RESULTS

Each _____grade student will demonstrate the following competencies:

1.1

1.2

1.3

2.0 REFERRED STUDENTS

Each student referred by self or other will (1) identify the problem, (2) describe the characteristics of the problem, (3) list alternative solutions and the consequences of each solution, and (4) have a plan to remediate the problem.

3.0 PARENT RESULTS

4.0 STAFF RESULTS

5.0 SELF IMPROVEMENT

I will (acquire new/renew my/increase my) competencies in:

6.0 ASSIGNED TASKS

REACTION

Share your individual results agreement with your team. Revise and enhance as necessary.

NEEDS ASSESSMENT

ELEMENT 8: NEEDS ASSESSMENT

DEFINITION

A way of identifying the discrepancies between what is desired and what is currently being achieved. An assessment of needs is completed prior to developing the yearly plans

EXAMPLES

An example of a needs assessment instrument can be found in the Arizona CBG Handbook pages 52-59.

CRITERIA

1. All groups being served by the guidance program are surveyed to determine their needs
2. There is a systematic process for collecting this needs information.
3. The needs assessment process is completed prior to program planning.
4. Assessment needs are used to develop results agreements.
5. Assessed needs are related to guidance goals and competencies

ACTION

Describe your plans for assessing needs of your client groups.

REACTION

Are team members in agreement to your plan. Review and revise when necessary.

RESULTS PLANS

ELEMENT 9: RESULTS PLANS

DEFINITION

For every competency or result in the results agreement negotiated by the counselor and administrator, there must be a plan on how the counselor intends to achieve that result. The results plan, completed by individual counselors, indicated how, when and where students will acquire the agreed-upon competencies.

EXAMPLES

A planning sheet to develop a results plan follows this section.

CRITERIA

1. A written plan is evident for each counselor.
2. Plans contain competencies, criteria for success, who/when/where the activities will be accomplished, resources needed and evaluation strategies.

ACTION

Using the results planning sheet provided, individually develop a plan for accomplishing one competency.

REACTION

Share this plan with your team and receive feedback.

PLANNING SHEET

1/23/85

GOAL: Educational Domain _____ Career/Occupational Domain _____ Personal/Social Domain _____ Leisure Domain _____

Name _____ School _____ Principal's Signature _____

COMPETENCY/PRODUCTS/ SUB OBJECTIVES	CRITERIA	SUBJECT AREA	ACTIVITIES/STRATEGIES/ PROCESSES	TIME	TALENT	MATERIALS/INPUTS REQUIRED	EVALUATION(STRATEGIES AND CRITERIA)

MONITORING STUDENT PROGRESS

ELEMENT 10: MONITORING STUDENTS' PROGRESS

DEFINITION

A variety of processes are used to monitor the student's educational progress. Parents and students are taught to assume responsibility for monitoring the student's progress toward graduation and toward gaining the educational and career planning skills needed for future successes.

EXAMPLES

ECPF Educational and Career Planning Folder. Each student, beginning in middle, junior and senior high school, will be given her/his own Educational and Career Planning Folder and will place it on file in the Career Resource Center or in the guidance office. The folder belongs to the student and has spaces identified to enter specific information. The folder is constructed so that the student competencies are identified and have a space for a teacher, counselor or parent to sign as evidence that the student has demonstrated the knowledge, skill, and/or attitude. In turn, there is a space for the parent(s) to initial indicating that they have reviewed their child's progress to date.

PC Parent Conference. Parent conferences are planned events in which parents, student, and counselor/advisor review the student's progress to date, her/his educational plans including the projected schedule for the next school year, and the student's career plans. Emphasis is placed on strengths and, if needed, on suggested strategies to increase learning.

SSA Student Self-assessment. There are self-administered and self-scored instruments available in the Career Resource Center for students who would like to assess or reassess their interest, aptitudes, and/or learning style. The student can be self-referred or can be referred by teachers, parents, and counselors.

A more complete listing of examples can be found on page 66 and 67 of the Arizona CBG Handbook. A 7th, 8th, and 9th grade example can be found on page 68 of the Arizona CBG Handbook. Also see Appendix C for samples of Educational and Career Planning Folders.

CRITERIA

1. Counselors are accountable for all students.

2. There is an established means to monitor students' progress in demonstrating guidance competencies.

   - IVEP
   - Education/Career Folder
   - Other (Identify _____)

3. Monitoring activities are delineated by grade level.

ACTION

As a team, identify the means for monitoring student progress in your guidance program. Specify the time and/or grade level this monitoring will take place.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

REACTION

Review your monitoring plan. Does it meet the criteria?

ADVISORY COUNCIL

ELEMENT 11: ADVISORY COUNCIL

DEFINITION

An advisory council is a representative group of persons appointed to audit the guidance goals and competencies and to make recommendations to the guidance department, administration and school board.

EXAMPLES

Information on Advisory Councils including suggested steps for implementing a Guidance Advisory Council is found on page 70-76 of the Arizona CBG Handbook.

CRITERIA

1. An Advisory Council is in place.
2. The Advisory Council has an appropriate representative membership.
3. The Advisory Council chair is held by someone other than an administrator of counselor.
4. Meeting minutes are available for review.

ACTION

As a team outline the steps you will take to establish and involve a Guidance Advisory Council in your district.

---CBG----------

REACTION

Review your step. Does your plan meet the criteria?

MASTER CALENDAR

ELEMENT 12: MASTER CALENDAR

DEFINITION

A master calendar of guidance events is a way of organizing and coordinating the guidance activities of a school/district. Students, teachers and parents are kept informed on the competencies that are being presented each month for each grade level Planning, visibility and credibility are facilitated by the effective use of a master calendar.

EXAMPLES

Month: September Grade: 12th

1. District ACT/SAT handouts
2. Arizona Scholars Program
3. Credit checks for sessions with partial schedules
4. Advertise GIS Scholarship deadlines and information

CRITERIA

1. A Master Calendar exists
2. The Master Calendar is broken down by grade, month and activity (competency)
3. The Master Calendar is published

ACTION

Develop a Master Calendar format for organizing your guidance program activities. What is your plan to distribute/publicize your calendar?

_____

_____

--- CBG ----------

REACTION

Does your format satisfy the criteria presented?

GLOSSARY

DEFINITION

Guidance terminology is defined for the many publics involved in the guidance program.

EXAMPLES

ADVISEE - is a student.

ADVISEMENT - is a function of guidance in which certified members of the staff help assigned advisees to plan ahead and to proceed successfully through high school.

ADVISOR - is a certified staff member who is committed to becoming involved in the educational, personal/social, leisure, and career development of her/his advisees.

CAREER RESOURCE CENTER - is an educational, career, and vocational planning facility housing information and services designated to enable individuals or groups to determine their career or educational objectives. These services are directed at helping them to develop a viable self-concept enhancing their chosen work values.

CHOICE - is the selection from a set of alternative items, processes, and/or activities.

COMPETENCY - is developed proficiency in knowledge, attitudes, or skill that are observable and can be transferred from a learning situation to a real-life situation and that involves the production of a measurable outcome.

COUNSELING - is the service that provides both group and one-to-one relationships between students or clients and a professionally competent counselor. The counselor assists the student to integrate and apply self-understanding and understanding of the situation so that s/he may make the wisest and most appropriate choice(s), decision(s), and adjustment(s).

DECISION-MAKING - is applying skills and pertinent information to a rational process toward reaching a judgment, determination, conclusion, or course of action.

GLOSSARY (Continued)

DEVELOPMENTAL GUIDANCE - is that component of all guidance efforts which fosters planned intervention within educational and other human development services programs at all points in the human life cycle to vigorously stimulate and actively facilitate the total development of individuals in all areas, i.e., personal, social, emotional, career, moral-ethical, cognitive, and aesthetic and to promote the integration of the several components into an individual life-style.

EDUCATIONAL DOMAIN - is a so-called domain plane on the graphic of the Conceptual Model of Guidance dealing with the task of developing a high school and post-high school course of study based upon effective monitoring of the student's academic progress.

EDUCATIONAL PLAN - is a written outline of a student's course of study based upon her/his future goal. This course of study delineates the courses to be taken while in high school.

GOALS - are the extension of the statement of purpose and provide the desired student results to be achieved by the time the student leaves the school system.

GUIDANCE - is an umbrella term that encompasses many facets, both general and specific, of an organization or program for personal growth and development to assist individuals in discovering for themselves their niche (life-style, place) in society.

GUIDANCE PROGRAM - is the set of goals, competencies, and related services designed to assist the individual in acquiring the knowledge, attitudes, and skills needed to make wise choices and adjustments.

LEISURE DOMAIN - is the so-called domain plane on the graphic of the Conceptual Model of Guidance addressing the time free from work or duties.

MANAGEMENT OF RESULTS - is that system of management that has as its primary concern the utilization of human resources to produce the desired and agreed upon results. (Drucker, Peter F. Managing for Results. New York: Harper and Row, publishers, 1964.)

MEANS, ACTIVITIES, AND/OR PROCESSES - refer to how results are achieved. They are the methodology used to reach a pre-established criteria or outcome.

MONITORING - is the process of keeping track of or checking to see if an activity is happening and what problems, if any, have become visible.

MOTIVATION - is the process of furnishing an incentive, stimulus, or inducement to action.

GLOSSARY (Continued)

OCCUPATIONAL DOMAIN - is a so-called domain plane on the graphic of the Conceptual Model of Guidance. The Dictionary of Occupational Titles (DOT) refers to this as a collective description of a number of individual jobs performed, with minor variations, in many establishments.

OUTCOME - is the product of an activity.

PERSONAL/SOCIAL DOMAIN - is a so-called domain plane on the graphic of the Conceptual Model of Guidance designating life-skills' goals, competencies, and content.

RESPONSIBILITY - is the assumption of control; the quality or state of being responsible.

RESULTS - beneficial or tangible effect; something obtained by calculation or investigation.

RIGHT - is something to which one has a just claim.

TRADITIONAL GUIDANCE - is a term used to represent guidance systems predicated on: (1) role and function statement for counselors; (2) a specific set of activities counselors must do; (3) usually an alphabetical assignment of students to the counselor; and (4) having no specific content or product accountability. The counselor is the primary source of advice and assistance to the student and the parent.

CRITERIA

1. All terms that are specific to the guidance program are defined (e.g. competencies, goals, results agreement, counseling, need assessment, etc.,)

2. The reading level is geared to ensure clear understanding by parents, students, teachers and community members.

ACTION

Identify the guidance terms you have used in developing your CBG program. Define these terms as time allows and/or plan for this process at your school/district.

---CBG----------

REACTION

Are all items defined and easily understood?